

This sample syllabus provides resources, activities, readings, and assignments, aligned with the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) and DEC Recommended Practices (2014). Consider state and university policies and add as appropriate. This is not a complete syllabus, nor is it intended to suggest that the standard would be addressed in only one course in the curriculum.

ECPC Sample Syllabus

Standard 7: Professionalism and Ethical Practice

Course Description

This example is Standard 7.

This course is designed to help students identify and engage with the profession of early intervention and early childhood special education (EI/ECSE) by exhibiting skills in reflective practice, advocacy, and leadership while adhering to ethical and legal guidelines. Evidence-based and recommended practices are promoted and used by students.

Required Text

Feeney, S., & Freeman, N.K. (2018). *Ethics and the early childhood educator: Using the NAEYC Code* (3rd ed.). National Association for the Education of Young Children.

Standard 7 Components - Student Learning Outcomes

IHE faculty may develop additional student learning objectives by breaking down the components into sub-objectives and describing the knowledge, skills, and dispositions students are expected to learn upon successful completion of this course.

As a result of active participation and successful completion of course requirements, students will be able to:

- 7.1 Engage with the profession of EI/ECSE by participating in local, regional, national, and/or international activities and professional organizations.
- 7.2 Engage in ongoing reflective practice and access evidence-based information to improve their own practices.
- 7.3 Exhibit leadership skills in advocating for improved outcomes for young children, families, and the profession, including the promotion of and use of evidence-based practices and decision-making.
- 7.4 Practice within ethical and legal policies and procedures.

ECPC Curriculum Planning Tool

Faculty may use the ECPC Curriculum Planning Tool to develop initial Early Intervention/Early Childhood Special Education (EI/ECSE) programs and blended Early Childhood Education (ECE) and EI/ECSE programs aligned with personnel preparation standards and DEC Recommended Practices. This tool can be used to ensure that the standards and recommended practices are embedded within and throughout the curriculum.

This is a downloadable file and should be personalized to meet the needs of the EI/ECSE or blended ECE/ECSE personnel preparation program. The tabs represent the CEC Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020) and are not intended to represent single courses within an EI/ECSE program.

ECPC Adult Learning Planning Tool

The Evidence Based Education and Training Practices for Adult Learners Rubric is a tool for use by higher education faculty and professional development providers when planning and implementing a topic/content/practice.

These seven evidence-based adult learning practices derived from a metasynthesis of 15 research reviews of professional development which included 550 studies and 50,000 teachers and practitioners ([Dunst, Bruder, & Hamby, 2015](#)).

- Introduction: **Explain** the practice/topic/concept.
- Illustration: **Show** the practice/topic/concept.
- Authentic learning: **Implement** the practice/topic/concept.
- Reflection: **Discuss** with others how the practice/topic/concept works.
- Guidance: **Prompt** and **guide** the implementation of the practice/topic/concept.
- Performance feedback: Give **concrete** reinforcement or corrections.
- Follow-up activities: **Plan** for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept.

Topical Course Outline

Include a topical course outline. Align course topics with EI/ECSE Standards and Components.

Week	Standard 7 Components	Topic and Readings	Activities
1	7.1	Defining the EI/ECSE profession Who is an EI/ECSE professional? EI/ECSE professional organizations Current issues and trends in the EI/ECSE profession	Explore the websites of DEC and NAEYC . With your discussion group, talk about the mission and vision of each professional organization, identify the current issues and trends in the EI/ECSE profession shared by each organization, and make a list of professional learning communities offered by the organizations that you would be interested in joining.
2	7.1	National and state early learning standards	Read your state’s early learning standards.

Week	Standard 7 Components	Topic and Readings	Activities
3	7.1	Personnel standards	Discuss the importance of personnel standards with your group.
4	7.1, 7.3	<p>DEC Recommended Practices (RPs)</p> <p>Division for Early Childhood. (2016). <i>DEC recommended practices with examples</i>. Retrieved from http://www.dec-spced.org/recommendedpractices</p>	<p>Explore the DEC Recommended Practices with Examples.</p> <p>Identify the Family RPs that align with advocacy and professionalism. Complete the Early Childhood Recommended Practices Module 5: Family and reflect on the opportunities for advocacy.</p>
5	7.2	Developing a professional growth plan	Develop a professional growth plan. Identify three areas for growth and include five activities and five resources that will help to support your professional growth.
6	7.2	Using reflective practice	Respond to the following prompts in three to five paragraphs: Why is reflection relevant to me and my practice? How do I do it? What are the benefits?
7	7.3, 7.4	National and state policies that impact EI/ECSE systems	Visit the CEC Legislative Action Center and learn about legislative issues that are critical for children and their families. Find your elected officials.
8	7.3	<p>The importance of advocacy</p> <p>How to advocate</p>	Create an advocacy journal. Reflect in your journal a minimum of once a week.

Week	Standard 7 Components	Topic and Readings	Activities
			Visit the DEC Policy and Advocacy page. Read two of the advocacy letters and discuss with your group.
9	7.3	<p>Relationship of advocacy to systems change</p> <p>Stegenga, S. M., Skubel, A., Corr, C., & Nagro, S. (2020). Your voice matters: A practitioner’s guide for engaging in policy through advocacy. <i>Young Exceptional Children</i> published online. https://doi.org/10.1177/1096250620950311</p>	From the Stegenga, et al. article, choose one activity from each category to dip, wade, and dive into the policy waters. Reflect on your experiences in your advocacy journal.
10	7.3	<p>Historical and current systems of marginalization and inequities</p> <p>Understanding implicit bias</p>	<p>Watch this DEC Learning Deck Understanding Implicit Bias and Its Role in Early Learning Environments.</p> <p>Create a five-slide presentation of the key take away messages from the DEC Learning Deck.</p>
11	7.3	<p>Reframing implicit bias</p> <p>Beneke, M., Park, C., Taitingfong, J. (2018). An inclusive, anti-bias framework for teaching and learning about race with young children. <i>Young Exceptional Children</i>, (22)2. 74-86. https://doi.org/10.1177/1096250618811842</p>	Read the Beneke et al. article for class discussion. Explore the online resources presented in Table 3 of the article for anti-bias teaching and learning.
12	7.4	Professional codes of ethics	Discuss the Division for Early Childhood Code of Ethics with your group.

Week	Standard 7 Components	Topic and Readings	Activities
13	7.4	Professional organizations and ethical practices Source: Kyzar, K., Turnbull, H.R., & Turnbull, A.P. (2017). Updated from Turnbull, A.P., Kyzar, K., Kemp, P., & Lindeman, D. (2013). Early Years Module One: Evidence-based Practice. Topeka, KS: Kansas Infants-Toddlers Services, Department of Health and Environment.	Learn more about Ethical principles: Matrix of professional organizations – see source information.
14	7.1, 7.2, 7.3	Reflection on the profession	Prepare a two minute elevator speech explaining your role as an EI/ECSE professional. Include why you are an advocate.
15	7.2, 7.3	Leadership in EI/ECSE	Reflect on your advocacy journey documented in your advocacy journal.

Resources

Resources to supplement the ECPC Sample Syllabus Standard 7:

- [CEC Initial Practice-Based Professional Preparation Standards for EI/ECSE \(2020\)](#)
 - Link to the standards and supporting resources.
- [Center for Parent Information and Resources](#)
 - Link to family-friendly materials and resources.
- [Division for Early Childhood Code of Ethics](#)
 - A public statement of principles and practice guidelines.
- [Division for Early Childhood Policy and Advocacy](#)
 - Learn more about ECI policy and advocacy opportunities.
- [Division for Early Childhood Recommended Practices with Examples](#)
 - Effective practices to improve child outcomes.
- [Early Childhood Recommended Practices Modules \(Module 5\)](#)
 - A module to learn about effective family-professional partnership practices.
- [ECPC Cross-Disciplinary Competencies](#)
 - Core cross-disciplinary competence areas for use by ECI professionals.
- [Ethical Principles: Matrix of Professional Organizations](#)
 - An overview of professional organizations' ethical principles and practices.

- [Focus on Ethics](#)
 - A NAEYC resource that reflects best thinking anchored by the question “What should an ethical early childhood educator do?”
- [Naturalistic Instructional Practices Checklist](#)
 - An [ECTA](#) resource, the checklist includes the characteristics of naturalistic instructional practices that can be used by a practitioner or parent to support and strengthen child learning and development while a child is engaged in everyday home, community, or classroom activities.
- [NAEYC Code of Ethical Conduct and Statement of Commitment](#)
 - Link to the NAEYC code of ethics that offers guidelines for responsible behavior in early care and education.
- [Professional Standards and Competencies for Early Childhood Educators](#)
 - Link to the standards of the National Association for the Education of Young Children (NAEYC).
- [Systematic Instructional Practices Checklist](#)
 - An [ECTA](#) resource, the checklist includes the characteristics of systematic instructional practices that can be used by a practitioner or parent to teach targeted skills and to promote child learning and development.
- [Understanding Implicit Bias and Its Role in Early Learning Environments](#)
 - A DEC Learning Deck to support ECI professionals in reducing implicit biases and using culturally responsive practices.

Journals in EI/ECSE

Below are examples of journals that publish topics about EI/ECSE. Faculty may want to explain how to use articles to support practice and to examine current research. Clarify the difference between practitioner-based journals and research-based journals.

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|---|--|
| ● <i>Exceptional Parent Magazine</i> | ● <i>Journal of Special Education Technology</i> |
| ● <i>Infants and Young Children</i> | ● <i>Rural Special Education Quarterly</i> |
| ● <i>International Journal of Early Childhood Special Education</i> | ● <i>Teaching Exceptional Children</i> |
| ● <i>Intervention in School and Clinic</i> | ● <i>Topics in Early Childhood Special Education</i> |
| ● <i>Journal of Early Hearing Detection and Intervention</i> | ● <i>Young Children</i> |
| ● <i>Journal of Early Intervention</i> | ● <i>Young Exceptional Children</i> |

Assignments

1. Issues in the EI/ECSE Profession (Components 7.1 and 7.2)

Select one issue or trend in the EI/ECSE profession. Search the recommended peer-reviewed journals and locate three research-based articles and two practitioner-based articles that discuss the selected issue/trend. Create an annotated bibliography for each selected source. Each annotation should include the main points of the source and a reflection on how the source fits with your thoughts about the selected issue/trend. Use APA formatting for your references.

2. EI/ECSE Professional Association and Technical Assistance Websites (Component 7.1)

Visit the websites of these EI/ECSE professional organizations and technical assistance centers. Review each website and the resources available. Think about how the information and resources are relevant to you as a current or future professional in EI/ECSE.

- [Council for Exceptional Children](#)
- [Division for Early Childhood of the Council for Exceptional Children](#)
- [Early Childhood Personnel Center](#)
- [Early Childhood Technical Assistance Center](#)
- [National Association for the Education of Young Children](#)
- [Zero to Three](#)

After reviewing the websites, respond to the following:

- Identify two of the websites that are most relevant to you at this time.
- Identify two to three links from each website that are the most helpful to you now.
- Provide a brief paragraph explaining how you would use the information from the website and the selected links now.

3. Self-Reflection and Professional Growth Plan (Component 7.2)

Plan a small group activity in which you will use naturalistic and systematic instructional practices. Record yourself implementing the activity. Watch the video and complete both the [Naturalistic Instructional Practices Checklist](#) and the [Systematic Instructional Practices Checklist](#).

Review the results and identify one practice from each checklist that you want to improve. Develop a Professional Growth Plan (PGP) using the two practices you identified. Include the following in your PGP:

- One goal and one objective per practice
- An activity or activities in which you will engage to improve each practice
- The person(s) responsible (i.e., you and anyone else that you may ask to assist in some way such as an observer)
- Resources needed (e.g., video vignettes demonstrating the practice)
- One or two outcome/s per practice (e.g., what will happen as a result of improved practice)

4. Advocacy Journal (Components 7.2 and 7.3)

Create an advocacy journal and document your advocacy journey during the course. Seek out experiences that expand on course topics, support the use of evidence-based and recommended practices, and involve advocating for improved outcomes for young children, families, and the EI/ECSE profession.

5. Legislation and the Impact on Children and Families (Component 7.4)

Describe legislation that impacts young children and their families. Choose three different pieces of legislation. For each, include the title, a brief description, resulting services, and the impact on young children and their families. In addition, think about what you need to know and be able to do as an EI/ECSE professional to implement services described within the laws/legislation you choose for the assignment.

In addition to the federal laws that impact young children and their families, there are many local and state legislation to consider for this assignment. The websites below provide information for two federal laws.

- The U.S. Department of Education’s Individuals with Disabilities Education Act ([IDEA website](#)) brings together IDEA information and resources. Parent rights are described in IDEA also.
- The Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability in employment, state and local government, public accommodations (Title III), commercial facilities, transportation, and telecommunications. Title III regulations impact childcare and preschool programs. Learn more at the [ADA website](#).

6. EI/ECSE Ethical Dilemmas (Component 7.4)

You will be assigned two vignettes from [Focus on Ethics](#), a NAEYC resource that reflects best thinking anchored by the question “What should an ethical early childhood educator do?”

Read the two vignettes. For each dilemma, respond in writing to the following:

- Describe the ethical dilemma for each vignette.
- Identify the [DEC Code of Ethics](#)’ statement/s that you might use in addressing each ethical dilemma.
- From the [NAEYC Code of Ethical Conduct and Statement of Commitment](#), identify the ideal and principle that you might use in addressing this ethical dilemma.
- Write a two to three paragraph rationale for each ethical dilemma as to why you chose the DEC Code of Ethics’ statement and the NAEYC ideal and principle.